DOCUMENT RESUME

ED 235 122 SP 023 003

AUTHOR Alessia, Mary; Owens, Kathleen
TITLE Handbook for the Student Teaching Semester.
INSTITUTION Lewis Univ., Romeoville, IL. Dept. of Education.
PUB DATE Sep 83
NOTE 41p.; For related documents, see SP 023 001-002.
PUB TYPE Guides - General (050) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Admission Criteria; *Cooperating Teachers; *Educational Objectives; Higher Education; Preservice Teacher Education; Student Evaluation; *Student Teachers; *Student Teacher Supervisors; *Student Teaching; Teacher Certification; Teacher Qualifications; Teacher Role; Teaching Skills
IDENTIFIERS *Lewis University IL

ABSTRACT

This handbook was developed for use by Lewis University (Illinois) preservice teachers during their semester of student teaching. The introductory section discusses the goals of the education department and sets forth admission requirements for the program and for teacher certification. Outlines are presented in the second section of the responsibilities of the school principal, university supervisor, cooperating teacher, and student teacher in the field experience program. In the third section, checklists are provided to guide student teachers in meeting university requirements in their daily classroom duties, such as observations of pupils and teachers, using instructional materials, drawing up lesson plans, and keeping a log of personal activities and reflections. Copies of the teaching-learning appraisal form, which may be used for evaluation purposes, are included. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED2351122

HANDBOOK

FOR THE

STUDENT TEACHING SEMESTER

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Kathleen Owens

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

SP 023 003

Lewis University does not discriminate against any applicant because of race, color, religion, sex, national origin, age, or handicap.

STUDENT TEACHER: _____

SEMESTER: _____

SCHOOL: _____

GRADE AND/OR SUBJECT: _____

COOPERATING TEACHER: _____

_____

UNIVERSITY SUPERVISOR: _____

_____

DEPARTMENT CONSULTANT: _____
(SECONDARY)

_____

Lewis University
Rt. 53
Romeoville, IL 60441
815/838-0500

TABLE OF CONTENTS

		Page
I.	Introduction	
	The Mission of Education Department	1
	Education Department Goals	1
	Terminology	2
	Admission to Student Teaching	3
	Teacher Certification	4-5
II.	Role descriptions	
	Role of the Principal	6
	Role of the University Supervisor	6
	Role of the Cooperating Teacher	7-10
	Role of the Student Teacher	11-15
III.	University Requirements	
	General Observation Guide	16
	Checklist of Instructional Materials	17-18
	Observation Regarding Differences Among Students	19-20
	Lesson Plans	21
	Log	22
	Unit	23
	Curriculum Materials File	23
	Reflection Paper	23-24
	School Visits	24
	Seminars	24
	Evaluation of the Student Teacher	25
	Advanced Writing Guidelines for Elementary Education Majors	26
	Teaching-Learning Appraisal Forms	
	Student Teacher Assignment/Information	

PART I INTRODUCTION

THE MISSION OF THE EDUCATION DEPARTMENT

Within the College of Arts and Sciences, the education department has articulated its own mission statement with related goals and objectives which are congruent with the mission and goals of both the University and the College of Arts and Sciences. The mission statement of the education department is as follows:

Lewis University is a Catholic institution dedicated to giving witness to the message of Jesus Christ and fostering in society the principles of justice and peace.

The education department is dedicated to advancing and promoting the profession of education by providing a field-based program for students stressing essential knowledge, attitudes, and skills which will serve as a foundation for continous professional growth.

The department seeks to prepare students who are proficient and skilled in the school setting and are also critically aware of their own power to effect change in the field of education and consequently, on society as a whole.

EDUCATION DEPARTMENT GOALS

The mission of the education department is supported by a related set of Educational Goals. These goals provide further direction for the education department and its approved teacher education programs.

1. The education department should provide a Christian framework, in the Catholic tradition, for its students.

2. The education department should deepen awareness and heighten sensitivity concerning issues in human development and social justice.

3. The education department should educate Elementary and Secondary teachers within a well rounded academic and theoretical program.

4. The education department should prepare Elementary and Secondary teachers in clinical settings to meet the needs of the area school districts.

5. The education department should evidence a personal concern for each of its students.

6. The education department should seek to influence current direction and thought in educational theory and practice.

7. The education department should seek to affect the schools in the region which Lewis University logically serves.

TERMINOLOGY

A list of terms and their definitions used in conducting the student teaching program follows:

1. Cooperating School -- A school which is not controlled or supported by the University but which does provide facilities for professional laboratory experiences in a teacher education program.

2. Cooperating Teacher -- That person employed by a school district directly engaged in teaching children or youth in a school and who is immediately responsible for a student teacher.

3. Student Teacher -- The University Student who is doing student teaching.

4. Student Teaching -- A form of internship established by Illinois statute calling for "close and competent" supervision. It entails preparation for full responsibility in an instructional setting. In the course of the experience, the candidate demonstrates mastery of techniques, skills, including, but not limited to, planning, organization, evaluation, parental relations and competence in subject matter areas. The experience is carried out under diligent and systematic supervision by university and local school personnel.

5. University Supervisor -- That person employed by the University to supervise student teachers.

ADMISSION TO STUDENT TEACHING

Students admitted to the Student Teaching Program at Lewis University have completed all the requirements of the approved program in which they have currently enrolled with the possible exception of limited coursework which has been approved by the student's education department advisor. Students admitted to the Student Teaching Program have met the following criteria:

1. Students have been admitted to the Teacher Education Program at least one semester prior to applying for admission to Student Teaching.

2. Students have completed all professional education courses with the possible exception of History and Philosophy of Education or, for elementary education majors, one (1) Methods course.

3. Students enrolled in any one of the approved secondary or special programs must have completed the Special Methods course in the teaching major prior to the student teaching semester.

4. Students enrolled in any one of the approved secondary or special programs must be recommended by their major department. All students must be recommended by the education department.

5. The Director of Field Experience has submitted to the Teacher Education Committee (TEC) the names of all secondary, specialist, and elementary education student teacher candidates who have the approval of the education department and the major department. Only students given final approval by the TEC are allowed to student teach.

6. Students denied TEC approval may re-apply for admission when they feel that their deficiencies have been removed. TEC decisions may also be appealed to the Academic Vice-President.

It is not possible for any person to do summer student teaching at Lewis University. There are insufficient schools open in the summer, the discipline areas are few, and the time required for adequate student teaching is not available.

TEACHER CERTIFICATION

A. QUALIFICATION OF TEACHERS

No one shall be certificated to teach or supervise in the public schools of this State who is not of good character, good health, a citizen of the United States and at least 19 years of age, except that citizenship shall not be required provided the individual has filed a Declaration of Intent to become a citizen of the United States. (The School Code of Illinois. Article 21)

S.B. 195: Applicants must pass an examination upon the provisions and principles of the Constitution of the United States and of the State of Illinois. All such examinations which have been administered by a fully recognized teacher education institution will fulfill the S.B. 195 requirements. Lewis University offers this exam once each semester.

Students who do not successfully fulfill the S.B. 195 requirements will be eligible for initial certification. This certificate will not be renewed by the Illinois State Board of Education unless the teacher successfully completes the required exam within a four (4) year period. After program completion, students may take the S.B. 195 exam at the Office of the Regional Superintendent of Schools. Students currently enrolled in our programs may not take the exam at the Office of the Regional Superintendent.

B. TYPES OF CERTIFICATION

Standard High School Certificate:
This certificate is valid for four (4) years of teaching in grades 6 through 12 of the common schools. It may be issued to graduates with a bachelor's degree from a recognized college who present evidence of having earned the required credits.

Students completing the following Lewis University Programs will be entitled to the Standard High School Certificate: Biology, Chemistry, Physics, Math, English, Social Studies, Psychology, and Speech/Theatre.

Standard Elementary Certificate:
This certificate is valid for four (4) years for teaching in kindergarten through grade nine of the common schools. It may be issued to graduates with a bachelor's degree from a recognized college who present certified evidence of having earned the required credits.

Students completing the Lewis University Elementary Education Program will be entitled to the Standard Elementary Certificate.

Standard Special Certificate:
This certificate is valid for four (4) years for teaching the special subjects named on the certificate in all grades of the common schools. This certificate may be issued to graduates with a bachelor's degree from a recognized college who present certified evidence of having earned the required credits.

Students completing the Lewis University Music Program will be entitled to the Standard Special Certificate.

C. APPLICATION FOR CERTIFICATION

Under normal circumstances, a candidate who completes the Lewis degree requirements in one of the approved teacher education programs, including successful completion of student teaching, is recommended for Illinois certification by entitlement.

The process of applying for certification via entitlement includes the following procedures:

1. Complete one of the Lewis University Approved Teacher Education Programs.

2. Complete the application form IBSE73-03 (9/82) during a designated student teaching seminar.

3. Complete a Lewis University "Transcript Request" form during a designated student teaching seminar. A fee of $2.00 must accompany this request.

4. After graduation or program completion, the applicant will be mailed two (2) completed forms (IBSE 73-03) each bearing the embossed institutional seal and the signature of the appropriate institutional official as well as an official transcript indicating the degree awarded. The applicant can make no additions, deletions or other changes on these official forms. The applicant will also receive instructions for filing these forms with a Regional Superintendent.

5. The applicant must file the application forms (IBSE 73-03) along with an official transcript showing a degree with a Regional Superintendent, either in the county of residence or in the county where the applicant plans to teach.

6. The Regional Superintendent will be responsible for processing entitlement applications and collecting the required fees.

Contingency Letter: Verified application forms and official transcripts will be mailed to students approximately three (3) weeks after grades have been posted by the registrar. Students having a teaching job and needing evidence of having completed all requirements for certification, but who have not yet received the processed Certification Application Forms, will be furnished a contingency letter for the prospective employer. The contingency letter will serve to verify that the student is eligible and had made application for an Illinois teaching certificate. The letter will be available from the Certification Officer in the Education Department Office, LRC 337.

Evaluation: Under certain circumstances, students may apply for certification via the transcript evaluation process. Students are advised to check with the Department of Education Chairperson in order to determine eligibility for certification via transcript evaluation.

D. DUE PROCESS:

Student complaints alleging that recommendation for certification has not been completed in a timely fashion, are heard by the TEC. As in all situations involving the TEC, decisions may be appealed to the Academic Vice-President.

PART II ROLE DESCRIPTIONS

ROLE OF THE PRINCIPAL

The principal assumes the leadership in establishing a climate of acceptance of the student teacher by faculty members and other school staff members.

In addition, it is the responsibility of the principal to:

1. Assist the student teacher in the development of appropriate professional relationships with faculty, staff, pupils and community.

2. Interpret school philosophy, rules and procedures to the student teacher.

3. Share in the task of supervising the student teacher.

ROLE OF THE UNIVERSITY SUPERVISOR

That the closest tie between the participants in the program of student teaching would exist between the student teacher and the cooperating teacher is understandable; however, the university supervisor works closely with both and plays a vital role in the experience. Although the school provides the laboratory in which the student teacher gains experience, the task of making a teacher of the student teacher lies with the teacher education institution and, in line with this task, the university supervisor will provide instructional supervision. It is expected that the supervisor will make a visit at least four times in the classroom observing the student teacher for a full lesson. Also, evaluative conferences will be held with the student teacher, cooperating teacher, and school administrators.

Additional ways in which the university supervisor may help in providing the most effective environment for the laboratory teaching experience follow:

1. As the university representative, the supervisor takes the initiative in setting up a program or orientation among the university, the principal, the cooperating teacher and the student teacher.

2. The supervisor can supply a valuable service in fostering good human relations among the participants in the experience. His/her objectivity provides a perspective in helping the student teacher evaluate these relationships.

3. As an emissary of the university, the supervisor can bring to the cooperating teacher helpful and useful information concerning the personality of the student teacher and the professional preparation that the student teacher brings to the experience.

4. The supervisor is able to keep the cooperating teacher advised as to the phase of work in which it is desirable that the student teacher have experiences so that opportunities for such experiences can be provided whenever possible.

5. The responsibility of assigning a grade for the student teacher rests with the supervisor. The cooperating teacher will be of assistance in helping with the evaluation, but the responsibility of grading the student teacher is that of the university.

ROLE OF THE COOPERATING TEACHER

Accepting a student teacher in the classroom is a challenging venture for the cooperating teacher. The cooperating teacher plays a fundamental role in the program because of his/her close relationship with the student teacher. To be of most assistance, he/she should believe in the student teaching program, participate willingly, and find satisfaction in working with the student. Following are some suggested ways in which the cooperating teacher can assist the student teacher to achieve the greatest degree of success in this laboratory experience:

1. He/she can create an atmosphere of acceptance, friendliness, and belonging by:

   a. Preparing the class before the student teacher arrives by explaining the purpose of student teaching, the ways the students can help the student teacher, and the ways the student teacher can help them.

   b. Helping the student teacher in getting to know the class.

   c. Explaining the purpose of various centers of the room, such as library and science, and noting the location of supplies.

   d. Providing place for the student teacher's own records, materials, and personal items.

   e. Acquainting him/her with routine procedures, such as passing in and out, opening exercises, the daily program, seating for group work, distribution of materials, and fire and other drills.

2. The cooperating teacher can help the student teacher understand the requirements of, and his/her obligation to the school by:

   a. Explaining the use of all records and forms, such as attendance sheets, permanent enrollment cards, lunch report, and cumulative records.

   b. Explaing the procedure in obtaining textbooks, ordering supplies, and planning field trips.

   c. Encouraging the student teacher to assist in duties on the grounds, in the halls, and in the lunchroom.

   d. Familiarizing him/her with out-of-class resources, such as the school library, clinic visual aids room, and special classes in the school.

3. The cooperating teacher can assist the student teacher to develop skill in planning by:

   a. Sharing his/her yearly plans, unit outlines, and weekly and daily plans.

   b. Conferring with him/her about his/her plans and making suggestions for improvement.

   c. Discussing types of lesson plans.

d. Explaining what has been done and what the students are ready to do.

e. Making available all textbooks, supplementary references, and personal teaching materials.

f. Making available current curriculum bulletins issued from the Central Administration.

g. Helping the student teacher to learn how to time his/her activities with the students attention and interest spans.

h. Acquainting the student teacher with the resource personnel of the system, such as consultants in all fields, and informing him/her of the assistance he/she can expect from each.

4. The cooperating teacher can make the period of observation and orientation more meaningful and the gradual growth into actual teaching more valuable by:

a. Allowing an ample period for observation and inviting the student teacher to ask questions.

b. Providing opportunities for early experiences which are relatively simple, such as:

1) Being responsible for bulletin boards.

2) Performing routine tasks, such as keeping attendance records, watering plants, and caring for lighting and ventilation.

3) Supervising seat work.

4) Constructing, administering, and grading minor tests and daily papers. A large amount of time spent grading papers is not advisable.

5) Working with individuals and small groups.

6) Supervising outside activities.

7) Participating in planning.

8) Taking part in class discussion.

c. Gradually initiating him/her into the actual teaching experience by:

1) Inviting him/her to submit plans in advance so that they may be discussed and suggested changes made.

2) Providing time for regular conferences, well planned but informal, at least once a week.

3) Allowing time to start responsible teaching full-time for a minimum of two weeks.

5. The cooperating teacher can encourage individuality, responsibility for personal growth, and an atmosphere of freedom by:

   a. Inviting the student teacher to use his/her own ideas, with the knowledge that the teacher will intercede in time to change plans which seem ineffective.

   b. Inviting him/her to use ideas gained in college, suggestions from university supervisor, or ideas gained from professional literature.

   c. Imparting to the student teacher the feeling that he/she is accepted and respected as a member of a team doing an important job.

   d. Encouraging the student teacher to feel free to approach the teacher with suggestions, at the same time realizing that he/she must assume responsibility of working out certain problems.

   e. Being generous with praise when it is warranted.

   f. Taking care not to burden the student teacher with so much detail that he/she has little time for creativeness.

6. The cooperating teacher can help the student teacher acquire skill in classroom management by:

   a. Helping him/her realize that ineffective social control, the absence of real discipline, is probably the most frequent cause of teaching failure.

   b. Impressing him/her with the fact that good disciplinarians in the modern sense of the word are not born, but that teachers who live well with students have worked hard to establish that relationship.

   c. Sharing with the student teacher methods he/she has found most helpful in understanding students.

   d. Encouraging him/her to look at behavior problems objectively and to develop a clinical approach to them.

   e. Allowing him/her to assume responsibility for classroom management whenever practical, keeping in mind that all decisions regarding disciplinary measures are the responsibility of the cooperating teacher.

7. The cooperating teacher can assist the student teacher in self-evaluation by:

   a. Making an honest and continuous evaluation of the student teacher's efforts, both in conference and incidently when time allows.

   b. Encouraging and practicing frankness, for problems become smaller when they can be faced openly.

   c. Helping to capitalize on evident strengths in such a way that he/she will become aware of the situations in which his/her best points will be most useful.

   d. Pointing out his/her weaknesses a few at a time and in a manner that will not become too distracting or discouraging to the student teacher.

8. The cooperating teacher can improve his/her skill in guiding a student teacher by evaluating each experience. One method of such evaluation is to ask oneself pertinent questions concerning the outcome of the experience:

a. Does my student teacher have a complete picture of the classroom situation?
b. Have I helped him/her to understand methods and techniques used in the classroom?
c. Have I impressed him/her with the importance of good planning, both daily and long range?
d. Have I provided opportunity for my student teacher to work with all groups and in all areas?
e. Have I encouraged initiative and creativeness by allowing him/her to use his/her own plans and ideas?
f. Has he/she learned to time his/her activities to the interests and attention span of the students?
g. Has he/she learned to locate and use materials that will help him/her in teaching?
h. Does he/she have ideas for work for other students while he/she works with one group?
i. Has he/she had experience in planning for and in using audio-visual aids?
j. Have I given my student teacher suggestions about what to do the first day of school?
k. Does he/she have a good beginning knowledge of ways to meet and provide for individual differences?
l. Does he/she understand the importance of good human relationships in the whole school community?
m. Does he/she understand the modern concept of good discipline, and has he/she gained some skill in guiding students in self-discipline?
n. Has this been a satisfying experience for both of us, one in which we worked and grew together?
o. Does my student teacher understand the value of self-evaluation?

THE SCHOOL CODE OF ILLINOIS AND COOPERATING TEACHERS

Chapter 122, Sec. 10-22-34, of The School Code of Illinois outlines the following regulations governing the responsibilities of cooperating teachers in regard to student teachers.

"...The teacher shall be continuously aware of the non-certified persons' activities and shall be able to control or modify them..."

"Nothing in this Section shall require constant supervision of a student teacher enrolled in a student teaching course at a college or university, provided such activity has the prior approval of the representative of the higher education institution and teaching plans have previously been discussed with and approved by the supervising teacher..."

ROLE OF THE STUDENT TEACHER

Most students find that student teaching is a satisfying experience, probably the most valuable of all professional experiences. It is not a terminal course, but the beginning of a life pattern, an opportunity to utilize a rich background of preparation. The teacher education program has the responsibility of describing to the student teacher the many areas, activities, and responsibilities the student teacher must accept if he/she is to play his/her part satisfactorily.

1. Strive to bring his/her "best self" into the experience by:
   a. Coming to school relaxed, rested, and ready to work. Wise management of time and placement of energies will help the student teacher remain physically alert.

   b. Dressing appropriately, neatly, and in good taste. The student teacher is in the role of a professional teacher, not that of a college student.

   c. Cultivating a good voice quality. A pleasing voice can stimulate students to think, aid in discipline, and add to the attractiveness of the total professional personality. An effective voice may be described as being low-pitched, well modulated, positive, firm or dramatic. A change in inflection frequently adds to the effectiveness of a voice.

2. Establish sound and healthy human relationships by:

   a. Showing an eagerness to do things and a willingness to assume responsibility.

   b. Looking for positive features in the school and classroom, remembering that professional people, of whatever type, have their strengths and weaknesses.

   c. Taking advantage of every opportunity to be a functioning member of the school community as a whole.

   d. Seeking out constructive criticism and maintaining a cordial, positive attitude concerning it

3. Establish rapport with the cooperating teacher by:

   a. Clarifying working relations as early as possible by means of asking pertinent questions.

   b. Keeping in mind that the teacher's first responsibility is to the students whom he/she teaches.

   c. Avoiding gossip and refraining from making comparisons with other situations.

   d. Being punctual and dependable and informing the teacher as early as possible of illness or forced absence.

4. Make the most of planning and teaching experience by:

   a. Studying thoroughly and observing carefully the cooperating teacher's plans, techniques, discipline, and the class organization, before attempting actual participation.

   b. Planning well so that he/she will always know what he/she is going to do and can teach with confidence.

   c. Providing time for regular conferences with the cooperating teacher and bringing to these conferences questions and worthwhile contributions.

5. Acquire some techniques in guiding students in self-discipline by:

   a. Observing the techniques the teacher uses successfully.

   b. Learning to distinguish legitimate noises from other noises in the classroom.

   c. Keeping in mind that standards of behavior which deal with positive, desirable things to be done are much more workable than rigid rules of conduct of a negative nature.

   d. Cultivating a sense of humor, an essential trait of teachers who are successful in handling problems of behavior.

   e. Planning so well that students are kept busy with meaningful activities. Idle children can be the starting point for discipline problems.

   f. Remembering that he/she is the most mature member of the group and as such, has the responsibility for helping the others become more mature. Such an attitude permits one to view student behavior objectively and to avoid reacting to it on an emotional basis.

6. Determine the value of his/her experience through an effective process of evaluation by:

   a. Understanding that the cooperating teacher can be of the most help in evaluating the student teacher's efforts if he/she feels his/her suggestions are welcomed and appreciated.

   b. Realizing that evaluation is a learning process, not a passing of judgement.

   c. Keeping in mind that the cooperating teacher seeks only to guide, assist, and suggest. It is not his/her responsibility to grade the student teacher, except in consultation with the consent of the university supervisor.

   d. Realizing that honest self-evaluation must develop if professional growth is to continue.

THE STUDENT TEACHER WANTS TO KNOW

When do I begin actual teaching?

It is recommended that a student teacher spend some initial time in observation, becoming acquainted with the physical environment, schedules, students' names, and general routine before assuming teaching responsibility. The length of the observation period will vary, but should usually last at least one week.

Who will supervise my teaching?

The cooperating teacher to whom you are assigned in the cooperating school will regularly observe you at work. He/she will do most in helping you evaluate your performance with the class in a follow-up conference. The University supervisor will observe you four times. Student teachers enrolled in an approved secondary or specialist program will be visited two times by a representative from their major department. Each observation should involve one full teaching lesson. In addition, the University supervisor will have a conference with the student teacher, cooperating teacher, and appropriate administrative personnel.

What is expected of me with regard to discipline?

It is the student teacher's responsibility to acquaint himself/herself with the policies of the cooperating teacher and the school regarding discipline and control problems. In view of this, if a problem arises, handle it as best you can. Discuss alternative ways to handle similar situations with the cooperating teacher in a conference later. Thorough planning will prevent most discipline problems.

Am I expected to participate in routine duties such as hall duty, playground supervision, lunchroom supervision, etc.?

It is desirable to have experience in the various duties a teacher must perform which are of a non-teaching nature. When the student teacher takes over the full responsibility of the class, he/she is expected to handle all duties of the regular teacher.

Do I have the same privileges as the regular teachers regarding the use of the faculty lounge, smoking, telephone. etc.?

The use of these privileges and facilities will depend upon the nature of the facilities and the school policy. Use good judgement in the amount of time spent in the enjoyment of any of these privileges. Also maintain the highest professional standards in the discussion of the school, students, or professional problems at all times.

Does the school district protect student teachers in case of liability?

Illinois statutes expressly include student teachers in both indemnification and insurance provisions for school personnel, Sec. 10-20.20 provides that the board has a statutory duty to "indemnify and protect student teachers against civil rights damage claims and suits, constitution rights damage claims and suits and death and bodily injury and property damage claims and suits" when such claims arise out of alleged negligent or wrongful conduct committed in the scope of empolyment or under the direction of the board.

To what extent am I expected to attend PTA/PTO, and/or other professional or school connected activities?

1 One meeting is required, as attendance at these meetings is required of teachers.

2. The cooperating teacher may request attendance at one additional meeting.

Which school calendar do I follow during my student teaching?

You will follow the calendar of the school to which you are assigned, not the Lewis University calendar.

What is my responsibility if I find it necessary to be absent?

You have two procedures to follow:

1. Inform your cooperating teacher by telephone. If he/she cannot be reached, call the principal's office. The principal should be notified.

2. Also telephone your University supervisor or call the education office at 815/838-0500, ext. 428 after 8:30 a.m. Please don't let your University supervisor make an unnecessary trip. Caution - remember two unauthorized absences will constitute removal from student teaching.

For what reasons may I ask to be excused from student teaching duties?

You may ask to be excused for:

1. Interviews on placement; you are encouraged to arrange for interviews during non-teaching hours.

2. A day to visit the school for which you have a contract. Do not ask to be excused unless the superintendent requests your visit.

3. Unavoidable illness.

4. Required attendance at the student teaching seminars.

What is my position or status when a substitute is present?

In the event a substitute teacher is present in place of the cooperating teacher, the student teacher is responsible for only that instruction which he/she had been assigned. Guidelines from the Illinois Office of Education stipulate that a student teacher shall not be used as a teacher or as a substitute teacher.

REMINDERS TO STUDENT TEACHERS

Student teaching is the climax of your four years of preparation. It is generally regarded as the most important single experience in your teacher education program. You are a respresentative of the University, and your actions reflect to the credit or discredit of your University. The first contact in your assigned school should be with the principal, then your cooperating teacher. Observe conventions of dress and manners appropriate to the dignity of a teacher. Use correct grammar. Observe professional ethics. Be loyal to your school and cooperating teacher. Without becoming aggressive, try to become a part of your school. Learn the names and functions of all school personnel including office clerks, custodians, and lunchroom supervisors. Avoid all indulgence in gossiping with pupils or faculty. You may receive no monetary remuneration for services performed. You have no legal responsibility, and any major discipline problems would be handled by your cooperating teacher. You are expected to promote an atmosphere in which teaching and learning may take place. You cannot be used as a substitute teacher. Planning, preparation, and promptness blended with cooperation and courtesy will go a long way toward a succesful teaching experience. During your student teaching experience, several persons are available for conferences and counseling. They include your university supervisor, cooperating teacher, and school principal. Use them. Remember you are still learning (a student teacher)!!!

When the student teacher reports to the cooperating school to which he/she is assigned, he/she becomes an associate member of that faculty. Therefore, he/she is responsible to the same policies and procedures governing the cooperating school faculty regarding all matters including schedules, holidays, tardiness and absences.

PART III UNIVERSITY REQUIREMENTS

GENERAL OBSERVATION GUIDE

(First Week)

_____1. Learn names of students.

_____2. Read faculty handbook.

_____3. Learn your school's regulations for students and teachers.

_____4. Become familiar with instructional materials.

_____5. Complete the "Checklist of Instructional Materials."

_____6. Learn to operate any unfamiliar equipment.

_____7. Study the weekly schedule of classes to ascertain its rationale.

_____8. Note the manner in which your cooperating teacher establishes routines.

_____9. Note the categories of methods used by your cooperating teacher: lecture, lecture-discussion, discussion, recitation, socialized recitation, laboratory, problem solving, project.

____10. Note the variety of instructional techniques used by your cooperating teacher: informing, questioning, problem setting, demonstrating, referring.

____11. Distinguish among learning experiences developed in all-class settings, in groups, and individually.

____12. Determine the basis for establishing groups.

____13. Identify students who seem to be overactive.

____14. Identify students who seem to be passive.

____15. Note shifts in leadership roles between classroom and playground.

CHECKLIST
OF
INSTRUCTIONAL MATERIALS

Below is a list of common instructional materials, other than textbooks, workbooks, and trade books. Place a check mark to indicate where each is available to you. If it is not available to you, check the "NA" column. If it is not used in your class, check the "NN" column.

	Classroom	Building	Central Office	NA	NN
1. Abacus	____	____	____	____	____
2. Counters	____	____	____	____	____
3. Geoboard	____	____	____	____	____
4. Diagnostic arithmetic tests	____	____	____	____	____
5. Arithmetic flash cards	____	____	____	____	____
6. Arithmetic games	____	____	____	____	____
7. Pocket chart	____	____	____	____	____
8. Paints	____	____	____	____	____
9. Art papers	____	____	____	____	____
10. String, yarn, thread, etc.	____	____	____	____	____
11. Scissors	____	____	____	____	____
12. Kiln	____	____	____	____	____
13. Picture file	____	____	____	____	____
14. Anatomical models	____	____	____	____	____
15. First aid kit	____	____	____	____	____
16. Piano, auto harp, etc.	____	____	____	____	____
17. Rhythm instruments	____	____	____	____	____
18. Balls	____	____	____	____	____
19. Skip ropes	____	____	____	____	____
20. Tumbling mats	____	____	____	____	____
21. Diagnostic reading tests	____	____	____	____	____
22. Reading flash cards	____	____	____	____	____

	Classroom	Building	Central Office	NA	NN
23. Experience chart paper	____	____	____	____	____
24. Reading kit	____	____	____	____	____
25. Science kit	____	____	____	____	____
26. Aquarium	____	____	____	____	____
27. Terrarium	____	____	____	____	____
28. Hand tools	____	____	____	____	____
29. Maps	____	____	____	____	____
30. Globe	____	____	____	____	____
31. Almanac	____	____	____	____	____
32. Atlas	____	____	____	____	____
33. Encyclopedia	____	____	____	____	____
34. Record player	____	____	____	____	____
35. Records	____	____	____	____	____
36. Audio tape recorder	____	____	____	____	____
37. Audio tapes	____	____	____	____	____
38. Video tape recorder	____	____	____	____	____
39. Video tapes	____	____	____	____	____
40. Over head projector	____	____	____	____	____
41. Overlays	____	____	____	____	____
42. Filmstrip projector	____	____	____	____	____
43. Filmstrips	____	____	____	____	____
44. Slide projector	____	____	____	____	____
45. Slides	____	____	____	____	____
46. Movie projector	____	____	____	____	____
47. Films	____	____	____	____	____
48. Opaque projector	____	____	____	____	____
49. Camera	____	____	____	____	____

OBSERVATION OF SCHOOL PERSONNEL'S ADAPTATION
TO INDIVIDUAL DIFFERENCES AMONG STUDENTS

Attention to individual differences among students has always been an important goal of responsible educators. Within the past decade the emphasis on this kind of attention has focused on two groups of students: those who have some handicapping disability and those whose culture is different from the predominant culture represented in the schools. Recent national and state legislation has mandated specific procedures and guidelines to which educators should adhere in planning programs.

The following questions will assist you in becoming acquainted with how the school in which you are teaching provides for the needs of these students. Your observations will be discussed at a designated student teaching seminar.

A. Students with cultural differences

1. From the teachers you have met or seen, does the staff appear to be culturally diverse? Administrators? Counselors?

2. From what you have observed, do you see any special curriculum designs created to enhance a student's awareness of cultural diversity?

3. Is there evidence of school assemblies, decorations, speakers, holidays, and heros which reflect ethnic group differences?

4. Do school libraries and resource centers have a variety of materials on the histories, experiences, and culture of different ethnic groups?

5. Are there pictures of minority groups displayed in the room?

6. Can you detect through observation the economic range of students in the class? If yes, what clues helped you determine the diversity?

7. Can you specifically identify the racial composition of the classroom? If yes, cite what cultures you have observed and how you determined the diversity.

8. Are you able to recognize the cultural, social, and value diversity among the ethnic groups in class? Does this recognition help you plan activities which accommodate this diversity?

B. Students with differences due to handicapping disabilities

1. Know and/or review the meaning and implications of Mainstreaming.

2. Review Public Law 94-142 (1975).

3. Know the following terms.

   A. An Individualized Education Program (IEP)
   B. The least restrictive environment
   C. Procedural safeguards
   D. Free appropriate public education
   E. Handicapped children
   F. Special education and related services
   G. Non-biased testing and evaluation

4. Can you identify, without assistance, the mainstreamed child or children in the classroom? What observable characteristics differentiate the mainstreamed child from the "normal" child?

5. In what activities/classes are the children mainstreamed?

6. To what extent do the mainstreamed children participate in the regular activities of the class?

7. What environmental, curricular, and instructional approaches do teachers take to meet the needs of mainstreamed pupils?

8. How do the "average" children in the classroom interact with the mainstreamed child? Describe in detail. As a guide, ask yourself if the class is accepting? Encouraging? Tolerant? Disrespectful? Oblivious? List some specific incidences to verify your opinion.

9. Compile a list of support services available to classroom teachers for mainstreaming.

10. (a) Secure and examine an IEP.
    (b) During the second half of your student teaching experience, write an IEP for a student in your class whom you feel needs some special assistance. The kind of assistance you recommend could simply be provided by a regular classroom teacher.
    (c) Seek the help of your cooperating teacher and/or a school district consultant.
    (d) Write a description of behaviors you have observed which would assist another teacher in understanding how the student learns and how he/she can be motivated.
    (e) Write a note to the child's parents indicating ways in which they could be of assistance to the student.

LESSON PLANS

Student teachers should be provided extensive opportunities for acquiring skills in the development and execution of lesson plans and be given adequate time for thorough planning. There will be a variety in the exact purpose and forms of plans especially between elementary and secondary schools and among various subjects. Also, there are many different kinds of activities which require different kinds of planning: tests, units, lessons, planning periods with pupils, discussion groups, group work and guided study.

Lesson Plan Outline

Generally long range or daily plans contain the following subdivisions:

Lesson Topic:

Estimated class periods needed to complete:

I. Instructional Objectives:
   What students are to learn.
   How students will show that they did learn.

II. Procedure:
   How the teacher will present the new lesson in a step by step outline.

III. Materials needed:
   What resources will be needed for this lesson.

IV. Evaluation:
   How the teacher will check that the students met the objectives.

Helpful Suggestions in Making Plans

1. Plan certain objectives to be achieved.
2. Review what has been done before and decide what should be done next.
3. Decide what can be done in the available time.
4. Allow time for pupil participation in development of plans.
5. Plan how to begin. The opening sentence or activity often sets the pace for the entire day.
6. Write down each succeeding step: Know what is coming next. Know the subject matter included in the lesson.
7. List leading questions with definite objectives in mind.
8. Anticipate individual questions, distractions, and difficulties.
9. Plan activities at appropriate levels of interest, vocabulary, and experience.
10. Decide upon materials to be used: illustrations, charts, diagrams, movies, etc.
11. Allow for flexibility in plans.

LOG

The log is a narrative which the student teacher has made at the end of each day. It should not be a mere chronological listing of events, but an evaluation of progress in learning to teach. Entries to the log should reflect the student teacher's increased awareness of:

1. Growth in understanding of his/her own needs.
2. Improvement in relations with students.
3. Improvement in relations with the cooperating teacher.
4. Progress in the development of teaching skills.
5. Progress in adjusting to the unexpected.
6. Progress in the recognition and use of students' interests.
7. Understanding of the role of the teacher in the total school and community.
8. Recognition of educational principles related to teaching experiences.

Once a week the student teacher should turn in to the university supervisor the pages of the log written during the past week or a summary of entries made during the past week. More specific directions will be given by each supervisor. Some further guides to writing the report are noted below.

1. Do take notes at the end of each day. If you wait until late in the week you may have difficulty in recalling important feelings and observations.
2. Do have your cooperating teacher read your log and write brief comments if you feel that this would be of assistance to you.
3. Do strike a happy medium between brevity and lengthiness.
4. Do include occasional samples of student work and teacher prepared materials which relate to your teaching.
5. Do write legibly. Check your writing for spelling, grammar, and composition.
6. Do refer to and reflect upon earlier experiences as a means of self-evaluation of your progress as a student teacher.
7. Do include questions concerning your activities or observations. These questions can help your supervisors in planning and working with you.
8. Don't make the log a chronological listing of what takes place in the classroom.

UNIT

During the semester a unit in the area agreed upon by you and your cooperating teacher will be written, turned, and, if possible, taught in your classroom. The unit will be constructed according to an outline discussed by your University supervisor.

CURRICULUM MATERIALS FILE
(Elementary Student Teachers)

Develop a file in which you will include specimens of the following:

a. Special items such as specimens, models, charts, filmstrips, slides, transparencies, and constructed teaching aids.

b. Pictures and materials for subject matter area or areas

c. Professional and methods course materials.

d. Bulletin board ideas.

ANNOTATED BIBLIOGRAPHY

Secondary and special (K-12) student teachers could produce an annotated bibliography. The University supervisor will provide more specific instructions.

REFLECTION PAPER

At the end of the semester, each student teacher will turn in a typed reflection paper on the following aspects of the teaching process:

a. Things learned about the students
   1) Characteristics
   2) Individual differences

b. Things learned about planning
   1) Purpose of
   2) Use of
   3) Need for

c. Things learned about routines
   1) In class
   2) In other school activities

d. Things learned about instruction
   1) Preparation
   2) Sequence
   3) Organization
   4) Continuity

5) Motivation
6) Timing
7) Student involvement
8) Homework
9) Question-response technique
10) Use of teaching aids
11) Assignments
12) Evaluation

e. Things observed that were unexpected

f. Things observed that were expected (theory in practice)

g. Summary of personal philosophy and goals

SCHOOL VISITS

The last week of student teaching may be used to visit other grade levels or subject areas of your cooperating school or possibly other schools in the area. Arrangements must be made prior to the visit and the University supervisor must be informed if you observe outside your assigned building.

SEMINARS

Student teachers are required to attend biweekly seminars at Lewis University. The dates, times, and topics are determined by your University supervisor.

Date	Time	Topic

THE EVALUATION OF THE STUDENT TEACHER

The evaluation of the student teacher should be a continuous process. Through the use of the Teaching-Learning Appraisal Form on the following pages, the student teacher should make periodic checks of his/her progress. The evaluation is arrived at by the University supervisor in conjunction with the cooperating teacher and student teacher during the visitations of the University supervisor and at special conferences designed for that purpose. The University supervisor bears the ultimate responsibility for the final evaluation of the student teacher.

Mid-term Evaluation: The cooperating teacher is requested to complete the gold copy of the appraisal form and discuss it with the student teachers by the following date: _____. A copy should be kept in the cooperating teacher's files and a copy mailed to the University Supervisor. At the next visit, the evaluation will be discussed. The mid-term evaluation does not become a part of the student's permanent file.

Final Evaluation: The cooperating teacher is requested to complete the white copy of the appraisal form, with typed responses, by the following date: _____. The University Supervisor will set up a conference with the cooperating teacher and the student teacher to discuss the evaluation. The final evaluation becomes a part of the student's permanent file.

ADVANCED WRITING GUIDELINES FOR ELEMENTARY EDUCATION MAJORS

The Lewis University Curriculum for the 1980s stipulates that, in order to graduate, all students must satisfactorily complete a course in their major designated as an advanced writing course. This requirement was placed in the curriculum in recognition of the fact that one outstanding criterion of achievement in any field is the ability to present the subject matter of that field in writing which displays "critical thinking, logical organization, honesty in documentation and clarity of expression" (Curriculum for the 1980's, page 19).

Educ 480 Elementary Student Teaching has been designated by the education department faculty as the advanced writing course for elementary education majors. The ability of student teachers to express themselves in writing will be assessed in evaluating the following assignments as outlined in this handbook:

Lesson Plans, page 21
Unit Plans, page 23
Log, page 22
IEP, page 20
Observations of a student, page 20
Note to Parents, page 20
Reflection Paper, pages 23 & 24

Approximately one-third (1/3) of the grade for student teaching shall be based on writing ability.

I. Writing Proficiency Exam

No student may be registered for an advanced writing course who has not taken and received a passing grade on the Writing Profiency Exam.

II. Responsibilities of Students

Students who wish to derive the full benefit of the writing component of student teaching ought to:

A) complete and turn in all assignments promptly, typed where appropriate,
B) complete and turn in assignments only after having developed them on the basis of one or more drafts where feasible and after having proof-read the final draft for spelling and grammatical errors,
C) initiate conferences with the instructor when appropriate.

III. Responsibilities of University Supervisor

A) At the beginning of each semester, University Supervisors will provide students with information pertaining to due date, length and purpose of assignments, and criteria for grading.

B) University supervisors will provide students, within a reasonable amount of time, with the opportunity to see and/or discuss corrected written work.

C) University Supervisors will provide students with a clear policy concerning return of papers.

MID-TERM

TEACHING-LEARNING APPRAISAL FORM

STUDENT TEACHER_____ GRADE AND/OR SUBJECT_____

SCHOOL_____ CITY_____

OBSERVER_____ POSITION_____

	Not Observable	Low				High
I. PLANNING						
1. Clarity of Lesson Objectives The purposes of the lesson are clear in the plans presented beforehand.	0	1	2	3	4	5
2. Appropriateness of Lesson Objectives The aims are neither too easy nor too difficult for the pupils. They fit into a logical sequence of instruction.	0	1	2	3	4	5
3. Organization of the Lesson The written plans provide evidence of an understanding of the structure of the subject matter.	0	1	2	3	4	5
4. Selection of materials The specific instructional materials used are clearly related to the contert of the lesson and complement the selected method of instruction. A variety of materials is used.	0	1	2	3	4	5
5. Organization of Facilities The classroom organization facilitates what is to be learned.	0	1	2	3	4	5

II. PERFORMANCE

6. Clarity of Presentation — 0 1 2 3 4 5
The content of the lesson is presented so that it is understandable to the pupils. Different points of view and specific illustrations are used when appropriate. The area of instruction is related to other areas of instruction when possible.

7. Variety of Teaching Techniques — 0 1 2 3 4 5
A variety of teaching techniques is used, i.e. good questioning skills, structuring comments, demonstrations, etc.

8. Pacing of the Lesson — 0 1 2 3 4 5
The movement from one part of the lesson to the next is governed by the pupils' achievement. The teacher "stays with the class" and adjusts the tempo accordingly, using time efficiently.

9. Pupil Participation and Attention — 0 1 2 3 4 5
The class is attentive, teacher and pupils stay on task. When appropriate the pupils actively participate in teacher directed instruction.

10. Enthusiasm — 0 1 2 3 4 5
The teacher demonstrates enthusiasm.

11. Instructional Climate — 0 1 2 3 4 5
The teacher uses student ideas and appropriate praise during the lesson. Positive teacher-pupil rapport is in evidence.

II. EVALUATION

12. Student Learning — 0 1 2 3 4 5
There is observable evidence by the end of the lesson or shortly thereafter that learning has taken place.

13. Variety of Evaluative Procedures — 0 1 2 3 4 5
The teacher devises and uses an adequate variety of procedures, both formal and informal, to evaluate progress in both long and short range instructional goals.

14. Use of Evaluation to Improve Teaching and Learning — 0 1 2 3 4 5
Pupils are provided feedback. Adequate records are kept which influence future instructions.

IV. PROFESSIONAL QUALITIES

15. A professional approach to teaching is in evidence.	0	1	2	3	4	5
16. Persistance and promptness in fulfilling professional responsibilities are demonstrated.	0	1	2	3	4	5
17. Appropriate relationship with students in and out of classroom is maintained.	0	1	2	3	4	5
18. Skill in self-evaluation is in evidence.	0	1	2	3	4	5
19. Striving for improvement is demonstrated.	0	1	2	3	4	5
20. Ability for positive faculty/ administration relationships is demonstrated.	0	1	2	3	4	5

_____ _____

Date Signature

TEACHING-LEARNING APPRAISAL FORM

STUDENT TEACHER_____ GRADE AND/OR SUBJECT____ _____

SCHOOL_____ CITY_____

OBSERVER_____ POSITION_____

	Not Observable	Low				High
I. PLANNING						
1. Clarity of Lesson Objectives The purposes of the lesson are clear in the plans presented beforehand.	0	1	2	3	4	5
2. Appropriateness of Lesson Objectives The aims are neither too easy nor too difficult for the pupils. They fit into a logical sequence of instruction.	0	1	2	3	4	5
3. Organization of the Lesson The written plans provide evidence of an understanding of the structure of the subject matter.	0	1	2	3	4	5
4. Selection of materials The specific instructional materials used are clearly related to the contert of the lesson and complement the selected method of instruction. A variety of materials is used.	0	1	2	3	4	5
5. Organization of Facilities The classroom organization facilitates what is to be learned.	0	1	2	3	4	5

II. PERFORMANCE

6. Clarity of Presentation The content of the lesson is presented so that it is understandable to the pupils. Different points of view and specific illustrations are used when appropriate. The area of instruction is related to other areas of instruction when possible.	0	1	2	3	4	5
7. Variety of Teaching Techniques A variety of teaching techniques is used, i.e. good questioning skills, structuring comments, demonstrations, etc.	0	1	2	3	4	5
8. Pacing of the Lesson The movement from one part of the lesson to the next is governed by the pupils' achievement. The teacher "stays with the class" and adjusts the tempo accordingly, using time efficiently.	0	1	2	3	4	5
9. Pupil Participation and Attention The class is attentive, teacher and pupils stay on task. When appropriate the pupils actively participate in teacher directed instruction.	0	1	2	3	4	5
10. Enthusiasm The teacher demonstrates enthusiasm.	0	1	2	3	4	5

11. Instructional Climate
The teacher uses student ideas and appropriate praise during the lesson. Positive teacher-pupil rapport is in evidence.

0 1 2 3 4 5

II. EVALUATION

12. Student Learning
There is observable evidence by the end of the lesson or shortly thereafter that learning has taken place.

0 1 2 3 4 5

13. Variety of Evaluative Procedures
The teacher devises and uses an adequate variety of procedures, both formal and informal, to evaluate progress in both long and short range instructional goals.

0 1 2 3 4 5

14. Use of Evaluation to Improve Teaching and Learning
Pupils are provided feedback. Adequate records are kept which influence future instructions.

0 1 2 3 4 5

IV. PROFESSIONAL QUALITIES

15. A professional approach to teaching is in evidence.	0	1	2	3	4	5
16. Persistance and promptness in fulfilling professional responsibilities are demonstrated.	0	1	2	3	4	5
17. Appropriate relationship with students in and out of classroom is maintained.	0	1	2	3	4	5
18. Skill in self-evaluation is in evidence.	0	1	2	3	4	5
19. Striving for improvement is demonstrated.	0	1	2	3	4	5
20. Ability for positive faculty/ administration relationships is demonstrated.	0	1	2	3	4	5

Date _____ Signature _____

LEWIS UNIVERSITY
DEPARTMENT OF EDUCATION

STUDENT TEACHER ASSIGNMENT/INFORMATION

NAME:

CAMPUS ADDRESS: TELEPHONE:

HOME ADDRESS: TELEPHONE:

ASSIGNMENT:

District Telephone

COOPERATING TEACHER:

COOPERATING PRINCIPAL:

UNIVERSITY SUPERVISOR:

DEPARTMENTAL SUPERVISOR:

ESTIMATED PERIOD OF TEACHING:

DATES SCHOOL IS NOT IN SESSION: _____

TIME YOUR DAILY SESSION OPENS: _____ CLOSES: _____

APPROVED MAJOR:

SUBJECTS AND/OR GRADES:

UNIVERSITY ADVISOR: DEPARTMENT:

_____
(Student Teacher's Signature)

This form is to be filled out in duplicate. One copy must be filed with the Department of Education, Lewis University and one with the University Supervisor.

On the reverse side complete the class schedule sheet provided or attach/construct one which more appropriately indicates your complete assignment.

ST-6

CLASSES SCHEDULED

Time Span →	Monday	Tuesday	Wednesday	Thursday	Friday